

TEACHING BASIC FIELDS OF KNOWLEDGE

Number 2, in a Series

of

Reports Surveying Newer Educational Practices

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by

A committee of teachers, administrators and guidance specialists  
from the Council schools

Metropolitan School Study Council

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## FOREWORD

This is one of twelve related reports. Together they make up the report resulting from work in revising the Council's 1944 book entitled WHAT SCHOOLS CAN DO. This revision work was carried on during the school years 1947-48 and 1948-49. It engaged the efforts of more than 5,000 staff members of Council schools. Each of the reports deals with a major division of the original book.

Education is an integrated unitary process. Nonetheless, it is a very complex process. In order to simplify the description of what good schools are doing, these twelve reports have followed the pattern of the original WHAT SCHOOLS CAN DO in presenting school activities as if they were viewed through twelve windows.

Each report presents a different facet of the schools. It is as if we were looking into a school which had twelve windows, each of a different color. For example, in Basic Skills, the panes might be of a pale green glass which would permit us to see only those activities concerned with reading, writing, arithmetic, and speech. We would be conscious that there were many other related activities concerned, but our attention would be fixed on the basic skills. Moving to the end of the school building we might look through a pale blue glass which would permit us to see only those activities of the school which were training pupils how to think (Report Number 3).



Some of the twelve windows may be thought of as being along the side of the school and others at the end. Those along the side might be labeled "curriculum" and would include the following reports: 1, Developing Basic Skills; 2, Teaching Basic Fields of Knowledge; 6, Health and Safety; 7, Education for Family Living; 8, The World of Work; 9, Education for Citizenship. The end windows might be considered as more intangible. They are: 3, Teaching Pupils to Think; 4, Exploring Pupils' Abilities; 5, Character Development; 10, Regard for the Individual; 11, School and Community; 12, The School Staff. As a matter of fact, the latter two are more like sky lights through which we might look down upon the other ten phases.

It is the intention of our series of reports to present the whole picture of what is currently happening in good schools. Consequently the reader is warned that attention limited to less than twelve of the reports in this series is inadequate to reveal the total picture.

We wish to point out some of the inter-relations among the reports. These are merely examples and are not exhaustive.

Teaching Pupils to Think (Report Number 3) has many contacts with other reports. Thinking is impossible without a grasp of the basic skills. It requires knowledge. The individual who has a broad grasp of knowledge and is equipped with the basic skills will do a far better job of clear, creative thinking than one who is less well-equipped. Good, clear thinking also requires that the thinker be in good physical, mental and emotional condition (see Reports 5 and 6). Thinking is necessary in the areas of family living, work experience,





and citizenship. Regard for the individual releases tensions which permit pupils to do good thinking. A staff composed of persons who are observers and guides of the development of pupils is necessary to teach pupils to think clearly. Community situations related to the school offer good material for training pupils to think in real life situations and on problems which intimately concern them.

One could begin with any report and develop similar relationships to the other eleven. The reader is invited to attempt this for himself.

Lorne H. Woollatt  
Research Associate



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## INTRODUCTION

All schools believe that knowledge should have some use, whether that use be to earn a living or to enrich life. This knowledge is derived from the PRINTED PAGE, from a VARIETY OF CONCRETE EXPERIENCES, from the COMMUNITY'S RESOURCES and, most emphatically, from an individual pupil's relationship with a sympathetic and RICHLY-INFORMED TEACHER.

Knowledge is for use and should be taught in ways to show its use. The school must become a LIVING COMMUNITY, and CONCRETE LEARNING ACTIVITIES must be created which utilize PUPIL INTERESTS and recognize INDIVIDUAL DIFFERENCES. This is part of a WELL-ORGANIZED AND DYNAMIC CURRICULUM.

How are teachers today making knowledge vital and far-reaching?

What are some of the outstanding practices?

The following pages contain a number of practices in the above nine areas. Our teachers have found these to be successful.

Have you used them? Can you use them?



## CHAPTER 1

### VARIETY OF PRINTED MATERIALS

Textbooks alone are not enough to challenge the varied capacities and interests found in any group of pupils. There is need for many kinds of printed materials, on different levels of difficulty--pamphlets, adult and student newspapers, magazines, brochures, and printed visual aids. Resources for knowledge gained from the printed page should have few limitations.

### READING MATERIALS

WHO English teacher

WHERE Primary grades

WHAT The classroom contains a large number of supplementary booklets made by the teacher to fit the needs of her pupils in learning to read. Light vocabulary load, attractive colored pictures, and small size of book make these appealing to the young child.

### STUDY OF NEWSPAPERS

WHO English teacher

WHERE Elementary school

WHAT In order to learn the parts of a newspaper, the NEW YORK TIMES and HERALD TRIBUNE were selected for study. Headlines, topic sentences, and types of articles were considered.





## SHORT STORY UNIT

WHO English teacher

WHERE High school

WHAT When we are having a unit on the short story we try to show the relationship between the author's life and his writing. The students make use of current magazines, oral reports in connection with stories read, and biographies of authors living and writing today.

## FOREIGN-LANGUAGE PRINTED MATERIALS

WHO Language teacher

WHERE High school

WHAT For language classes the school orders foreign-language magazines, pamphlets, and newspapers of several types.

## CLASSROOM LIBRARY

WHO Social studies teacher

WHERE Grades 5-12

WHAT Within each classroom may be found history, social studies, and reading books ranging in difficulty from fourth-grade level to adult level, reference books, and current event and literary periodicals.

## PROBLEMS OF AMERICAN DEMOCRACY LIBRARY

WHO Social studies teacher

WHERE High school



WHAT There are two Problems of American Democracy libraries, containing approximately 400 books, 2 sets of encyclopedias, 3 large filing cabinets plus miscellaneous materials. The pupils have free access to these materials at all times and also to a well-stocked school library.

#### SCRAPBOOK OF OUR HISTORY

WHO Social studies teacher

WHERE Grades 7-12

WHAT The important articles of the week from newspapers and magazines are brought in and discussed. The most important ones are placed on the bulletin board. These are saved and at the end of each month are reviewed and then put into a scrapbook called "Our History."

#### APPRECIATION OF NATIONAL ORIGIN

WHO Social studies teacher

WHERE Grades 7-12

WHAT The background of the pupils and discussion of their native origins is used to stimulate interest in the work of the U.N. Sound motion pictures on the U.N. are also shown. Newsreels are reported on. Young America and Current Events, as well as the newspapers, are scanned for U.N. items. Magazines, periodicals, and pamphlets are brought by the pupils and discussed.

#### COST OF DEFERRED PAYMENTS

WHO Math teacher



WHERE Grades 7-9

WHAT Students bring to class advertisements of small loan companies, banks, appliance or furniture stores, and mail order companies in which money or articles are offered to consumers with repayment spread over a number of months. The students compare the charges for such financial services, using as a basis of comparison the true yearly interest rate. The student also considers the advantages to be gained by using accumulated savings, or by delaying purchases until savings are accumulated.

#### STUDY OF INSURANCE

WHO Business teacher

WHERE High school

WHAT Students from Business Principles and Practices class call on local insurance agents to question them about various kinds of insurance policies. The students secure fire, life, casualty and automobile policy forms from the agents, study them, and report findings to their classmates.

#### USE OF TIME-TABLES

WHO Business teacher

WHERE High school

WHAT Pupils learn to read and use time-tables. They then plan a trip to some distant point.

#### DRESS PATTERNS

WHO Home Economics teacher



WHERE High school

WHAT Sewing in the school aims to develop the girls' ability to sew independently at home. Each pupil is expected to follow the directions which accompany commercial patterns. There are specific suggestions for placing the pattern on the material, and a definite plan for construction.

#### SELF-OPERATING LIBRARY

WHO Classroom teacher

WHERE Grades 5-12

WHAT Where multiple texts or supplementary books are used, a case containing numbered pigeonholes is effective. Books are correspondingly numbered and cards may be signed by students. The cards are put in the pigeonhole from which the book was taken. When the book is returned, the name is crossed out on the card, the card returned to the pocket of the book, and the book is put back into the pigeonhole.

#### REVIEW OF CHILDREN'S BOOKS BY FACULTY

WHO All teachers

WHERE Elementary school

WHAT The staff members review new books in a "Library News Sheet." In addition, they indicate the place of the book in the curriculum (the topics or units it covers), or the pleasure it gives.

#### ELEMENTARY SCHOOL LIBRARY

WHO Librarian

WHERE Elementary school





WHAT The library is a large room containing six thousand volumes. There is a full-time librarian who helps select fiction and reference material. Every class has a regular library period each week. When first-grade pupils reach a certain goal in reading ability, they are allowed to take out a card. Library training is started in the third grade.

The sixth-grade pupils have appointed periods, four weeks long, for taking charge. They care for the desk, stamp books, replace books on the shelf, list overdue books, and take care of the displays. There is an "autograph shelf." Every year an author visits the school and autographs a book, which is added to the shelf.

#### PRINTED MATERIALS FOR LIBRARY

WHO Librarian

WHERE All grades

WHAT The Board of Education subscribes to several magazines and papers for the school. These are placed in the library where they are available to all.

#### LIBRARY INFORMATION CENTER

WHO The librarian

WHERE All grades

WHAT A fluorescent lighted library bulletin board of four sections is placed in the hall. It is changed at least every two weeks and keeps the student body informed on activities.



## FREE MATERIALS

WHO All teachers

WHERE All grades

WHAT All teachers can make use of a variety of free or inexpensive printed materials, which are offered by various private and public agencies. An excellent book on these sources is Free and Inexpensive Learning Materials, published by George Peabody College for Teachers, Nashville, Tennessee, 176 pp., 25¢.



## CHAPTER 2

### VARIETY OF CONCRETE SOURCES OF INFORMATION

Better schools are showing the way to the use of visual, manipulative, and other concrete aids to learning. One of the greatest aids to concreteness is the use of a wide variety of films, slides, pictures, maps, globes, models, museum materials, and similar items.

The use of these non-verbal, visual methods of teaching holds tremendous possibilities. The efficiency of teaching—measured in terms of speed and permanence of what is taught—can be enormously enhanced by the use of concrete sources of information.

### VITALIZING SHAKESPEARE

WHO      Language arts teacher  
WHERE    Elementary school  
WHAT    Children made their own class comics on scenes from Shakespeare's Mid Summer Night's Dream.

In a unit on Shakespeare's England, one committee constructed the interior of the Globe Theatre. Another group constructed the exterior of the theatre.

### "PLAYTRIP" TO ARIZONA

WHO      Social studies teacher  
WHERE    Elementary school  
WHAT    Child brought an air map of the United States. The youngsters traced the route of the teacher's flight to Arizona



for Christmas. They saw pictures, heard stories and decided to take a "playtrip" to Arizona. Through pictures they studied the land as seen from the air, and made interesting drawings looking down from the airplane, showing rivers, trees, houses, farms, and mountains.

#### DRAMA RECORDING

WHO English teacher  
 WHERE High school  
 WHAT Using the entire personnel of one class, we succeeded in making a recording of W. W. Jacob's "The Monkey's Paw." The activities and committees involved were sound effects, photography, music, composing commercial announcements, script writing and drawing. The recording was made into an album of 3 ten-inch records, which was added to the school library of record albums.

Other classes recorded oral and panel discussions for later replaying and class criticism on delivery and content.

#### TOWN-PLANNING MAPS

WHO Social studies teacher  
 WHERE High school  
 WHAT The class made a plaster of Paris topographical map and a relief map showing the proposed truck and center highway route through town. These were made from the recent master plan drawn up by the town planning commission.

#### TOWN CHARTER

WHO Social Studies teacher





WHERE High school

WHAT Our town was recently granted a new charter providing for a representative assembly instead of the old town meeting type of government. Classes made large charts outlining the new government. These have been added to the school's visual aid materials.

#### PROJECTION MATERIALS

WHO Science teacher

WHERE Grades 7-12

WHAT Use of special sketches and diagrams, drawn by the pupils, helps the class to understand certain ideas and concepts in science. The opaque projector is employed to illustrate these to the class. If the drawings are made on cellophane, a lantern slide may be employed and a darkened room is not necessary.

#### PHYSICS EXPERIMENTS

WHO Physics teacher

WHERE High school

WHAT To summarize the physical units on sound, light, and electricity, the class made an organ operated by a photoelectric cell and a perforated whirling disc.

Rather than have but one experiment on each concept, the class performs four or five experiments on each principle.

#### MODEL WEATHER BUREAU

WHO Science teacher

WHERE High school



WHAT An outgrowth of a unit on weather was the establishment of a model weather bureau. Rotating committees were assigned to obtain information by use of the barometer, thermometer, and psychrometer. Results were charted and mapped, then posted in the classroom.

#### SCIENCE RESOURCES

WHO Science teacher

WHERE All grades

WHAT In addition to physical and chemical equipment, there is a movie library, film strips, slides, charts, models, and microprojectors. Also a solarium, wildflower and conservation garden on the school grounds, aquaria, terraria, cages to house local animals for study, and a large collection of mounted birds and insects.

#### READING UTILITIES METERS

WHO Mathematics teacher

WHERE Grades 7-9

WHAT We found that seventh-grade classes enjoy learning about gas and electric meters when they have their own meter clocks to manipulate. These are quickly and easily made by drawing circles on cardboard and marking the numerals with ink or crayon. Cardboard hands are attached with brass pins, so they can be moved.

Pupils set their clocks to agree with meter readings on the blackboard. Or they set their clocks and pass them to a partner to read. Then gas and electric bills are figured in accordance with the number of cubic feet or kilowatt hours consumed.



Many parents do not know how to read the meter and they are delighted to be taught by their child. One parent took the trouble to write a note saying that as a result of our work with electric meters his son is more interested in the electric bill and no longer leaves lights burning in the cellar overnight.

#### MODEL ORCHESTRA

WHO Music teacher

WHERE Elementary school

WHAT When a class is studying the instruments of a symphony orchestra, they make a reproduction of the stage at Carnegie Hall and place the New York Philharmonic Orchestra on it. This activity necessitates discussion as to the following: materials to be used; number of instruments in each section; size of instruments; creation of stools, men, and instruments; placement on stage; listening to records made by a symphony orchestra which children would like to hear.

#### MUSIC DEMONSTRATIONS

WHO Music teacher

WHERE Elementary school

WHAT Instrumental demonstrations given by members of the staff, well-qualified students or outside individuals bring a real playing situation to the youngsters.

#### INTERPRETING RECORDINGS

WHO Music teacher

WHERE Elementary school



WHAT The children bring to school favorite records, either stories or music, for sharing. Stories may be suitable for later dramatization. Music may be suitable for rhythmic interpretation. Quiet music may be played during rest period. After certain compositions are heard, students may be given paints and asked to paint what they feel. Pictures may be just colors or patterns; they do not have to be realistic. This may be followed by discussion of the pictures and reactions to the music.

#### SCIENCE FAIR

WHO Classroom teacher

WHERE Elementary school

WHAT A Science Fair was held in one school. Many neighboring schools brought exhibits which were set up for a day for all the children to see.

#### CAREER BOOKS

WHO Classroom teacher

WHERE Grades 7-9

WHAT Children are encouraged to make "Career Books" as a part of their activity in the group guidance program.

The books include a description of their chosen occupation, plus other fields. They are given the opportunity to enrich the book with pictures and articles from an accumulation of magazines available for just such purposes. Those who have artistic ability enrich their books with original drawings.





## RECORD LIBRARY FUND

WHO All teachers

WHERE Elementary school

WHAT The children collected old records, brought them to school, sold them to a neighborhood store for a couple of cents each. They turned the proceeds over to the record fund. A committee decided what albums they would like and purchased them. We quickly enlarged our school record library in this way.

## FILM LIBRARY

WHO All teachers

WHERE All grades

WHAT The Visual Education Department of the school has built up a film library in various subject matter fields, which is used by all grades. Operators are available each period. Teachers have learned to use projectors. Balopticon and slide projectors are available at any time. Funds for visual education are underwritten by the board of education except where recreational motion pictures have been purchased by the General Organization.

Records of the gems of literature, such as Orson Wells' Macbeth and Julius Caesar, and poems are played in English Classes.

Other practices show the utilization of puppets, the school public address system, the classroom radio, class scrapbooks, dramatizations, blueprints of the school building, opaque projectors, well-equipped elementary school science rooms and "science corners." Wherever possible, actual objects relative to areas being studied are used; e.g., a thermometer is kept by the class for outside and inside temperature readings, or the halls and rooms of the building are measured in studying "area."



## CHAPTER 3

### USE OF COMMUNITY RESOURCES

The community has resources of information of two kinds--the people of the community and the places in the community where life and work go on. Better schools capitalize on the experiences which exist in better-informed pupils and citizens.

Surveying, cataloging, and using these resources will teach our pupils a great deal about the place where they live. Actual trips and other community contacts will aid youngsters in finding and, eventually, taking their places in the world. Which of the following practices can be used in your situation?

#### THE PEOPLE

Our schools have found that people of the community are available and willing to contribute their special skills and knowledges to the school.

Suggested list:

Public office holders - mayor, councilmen, policemen, firemen,  
selectmen, tax collectors, assessors

Professional people - doctors, lawyers, engineers, insurance  
agents, personnel directors, nurses,  
juvenile court worker, musicians, artists,  
composers, authors, dentists, bankers

Industrial leaders - personnel directors, technicians, buyers,  
retail merchants, skilled workers  
(mechanics, plumber, electricians,) pro-  
duction managers

Labor & Union leaders - public relations representatives

Persons who have interesting hobbies or collections

Persons who have lived or traveled in the areas that are being studied



When inviting people to come to the schools to give their services, certain points of procedure have been found valuable.

1. Preliminary contact with the individual for discussing the information to be presented, the background of the group, the age level, size of group, time allotment, equipment, and space needed.
2. Obtaining printed materials in preparation for the visit.
3. Briefing of the pupils by the teacher:
  - a. Time
  - b. Place
  - c. Procedure including conduct and manners
  - d. Handling of materials exhibited by visitor
  - e. Control of autograph seekers
  - f. Planning the question period

These suggestions have been made for follow-up in use of information obtained from visitors:

- a. Discussions
- b. Reports--written, oral
- c. Sketches and models
- d. Maps
- e. Review of films and other related materials
- f. Report to other groups
- g. Stories, dramatic presentations, and poems
- h. Scrapbook
- i. Collection of related materials and literature

#### THE PLACES

Many teachers have reported use of such facilities as the following for field trips:

River, Harbor and Shore  
 Oil distributing centers  
 Lumber yards  
 Train-switching center  
 Police and Fire Station  
 Museum, zoo, botanical garden  
 Broadcasting station  
 Political clubs--city, county courts, local government  
     offices, State Legislature, United Nations  
 Retail Stores--Wholesale Houses  
 Nature walks--bird sanctuary, parks  
 Factories  
 Banks  
 Library



Community Chest, Welfare agencies  
 Water supply  
 Incinerator--sewage disposal plant  
 Churches  
 Hospitals  
 Local historical spots  
 State, county, local fairs  
 Local service and civic clubs  
 Newspaper and print shops  
 Telephone exchange

Our teachers have suggested the following as important factors in procedure for organization of a field trip:

1. Initial contact by the teacher or administrator with the person in charge
2. Preliminary visit by the teacher
3. Obtaining printed materials related to the visit
4. Final arrangements by small pupil committee
5. Briefing of the pupils by the teacher:
  - a. Time
  - b. Place
  - c. Procedure including conduct and manners
  - d. Possible use of a camera
  - e. Collection of souvenirs
  - f. Collection of resource material
6. Preview of a film or other material which would clarify the specific items to observe.
7. Divide the group into smaller groups each with separate leadership.

These suggestions have been made for follow-up in use of information obtained from field trips:

Discussions  
 Sketches and models  
 Reports--oral, written  
 Maps  
 Reports to other groups  
 Assemble material for file  
 Story, poem, drama presentations  
 Use of pictures taken by pupils  
 Review films of general problem  
 Speaking in assembly  
 Scrapbook  
 Collection of related literature





## HUMAN RESOURCES FILE

WHO School system

WHERE All grades

WHAT School systems are now instituting files of persons in the community who might serve as human resources to the school program. Travelers, businessmen, authors, and other laymen with special abilities and backgrounds are interviewed. If they are willing to come to the school on special occasions, and most of them are willing, their backgrounds and talents are recorded on cards.

When a teacher is covering a specific unit, she may utilize the file to discover what persons are available within the community to enrich instruction on the topic.

## VISITATION FILE

WHO School system

WHERE All grades

WHAT Several communities have found it most valuable to keep on file for future reference a report of the visits undertaken by various pupil groups. Ordinary file cards, indexed by topic, record the type of resource, person to be contacted, what is to be found there, and other pertinent data.



## CHAPTER 4

### BACKGROUND OF TEACHERS

This area deals with the teachers' own background of information. Teachers in better schools are people who have hobbies, who develop wide ranges of interest. Better administrators realize that these vast cultural potentialities can have an important part in the enrichment of the school program.

It is important that teachers and administrators recognize a well-informed, well-traveled, and well-read background as essential in a good teacher; that they understand that experience outside the immediate profession has implications as valuable for instruction as a long period of teaching experience and a large number of professional courses. Are you using, most efficiently and most effectively, the varying teacher backgrounds?

### FUNCTIONAL COMPOSITION

WHO Classroom teacher

WHERE Elementary school

WHAT In an area where the children came from foreign speaking homes, the teacher had difficulty getting the children to write vitally. The teacher had been a newspaper man. To arouse greater interest in creative composition, he asked the youngsters to bring news from their community for the publication of a school newspaper. The articles for the paper were then submitted to the pupil editors who accepted or rejected the items. The children were enthusiastic about this type of study and this enthusiasm was reflected in the



quality of their writing. This teacher calls his method of development "Functional Composition."

#### HELPING THE BLIND

WHO English teacher

WHERE High school

WHAT An English teacher, with considerable knowledge of the Braille System, is in charge of a club that studies this system. Members of the club, when they become proficient, write Christmas cards to blind students in various schools. They also write or help write stories for the blind. Recently the members were encouraged to read famous stories into dictaphone machines and in that way many blind people became acquainted with the great literature of the world. This is a boon for those blind people who have never mastered the Braille method.

#### PAN-AMERICAN UNDERSTANDING

WHO Spanish teacher

WHERE High school

WHAT In one high school the teacher of Spanish has recently returned from a six-month leave of absence. During the leave, she taught in a school in Brazil and visited the other Latin-American countries. In addition to the added enrichment of her own teaching, she is able to make other contributions. She served as a member of the city-wide committee arranging the celebration of "Pan-American Week" in the schools. She made available any materials requested and helped with programs planned in all the schools of the community.



## TRAVEL FILMS

WHO Social studies teacher

WHERE Elementary school

WHAT A few years ago one of our teachers took a trip to Mexico. Not only did he bring back souvenirs, but while on the trip he took moving pictures of life in Mexico. These movies were shown and explained to the children in assembly and in classes which were studying Mexico.

## PROPAGANDA ANALYSIS

WHO Social studies teacher

WHERE High school

WHAT One high school teacher who has traveled extensively in Europe is in the social science field. During pre-war travels she made a study of Nazi propaganda techniques, collecting samples of stickers, posters, and Streicher pamphlets. When she discovered similar materials being circulated in the local community, she made an exhibit--Nazi originals with American counterparts. Students were encouraged to bring for display any samples of such propaganda. Thus the circulation of such material was brought out into the open and students were made to realize its significance. Similar exhibits may be made of community propaganda.

## PRACTICAL POLITICS

WHO Social studies teacher

WHERE High school

WHAT A teacher was interested in what made politics function. To understand the workings of the major parties she attended many





of their meetings. Finally she affiliated herself with a particular party, joined one of the clubs, and became a party worker.

Thus she studied the public mind in relation to parties and issues. Then the teacher became an inspector of elections to observe the practices in recording the outcome of elections. This knowledge has been very valuable in the teaching of government.

#### LABOR DEBATE

WHO Social studies and speech teachers

WHERE High school

WHAT One teacher of social studies, carrying on a study of the labor problem with a twelfth-grade Problems of Democracy class, arranged to combine his class with a speech class. A debate on the labor question was held. Debaters were selected from both classes, and the teachers served as judges. The social studies teacher judged the knowledge of subject displayed by students, the speech teacher, the debate technique and procedure. In this way, the experience, training, and background of both teachers, representing two different study fields, were utilized.

#### SCRIPT-WRITING EXPERIENCE

WHO Social studies teacher

WHERE High school

WHAT One history teacher who had some radio experience utilized this in the dramatization of the writing of the Marseillaise. Students



of the history class wrote the script. They invited the French teacher and the senior French class to participate in the dramatization, the French class furnishing the music for the march on Paris. The dramatization was recorded and made available to other history, English, or radio script-writing classes. The French students learned the background history of the song and its significance in the French Revolution.

#### USING ARMY EXPERIENCES

WHO Science teacher

WHERE Grades 7-12

WHAT A science teacher was a meteorologist in the Army. His science class made weather studies and observations. This study was followed by a trip to the weather observatory at a local Army field.

#### TEACHER'S PART TIME POSITION

WHO Business teacher

WHERE High school

WHAT A teacher in the commercial department of a high school has a part time job with a local department store. He is director of the placement bureau of the high school and secures part time and full time jobs for students.

#### STUDY OF FURS

WHO Home economics teacher

WHERE Grades 7-12



WHAT Fur coats belonging to teachers in the school were used for an interesting lesson on fur. A teacher who had been a fur salesman was invited to this fourth-grade room to discuss with the children the various types of fur on display. He correlated his discussion with pictures of the animals from which the furs came and, where possible, had some stuffed animals to make the exhibit more realistic.



## CHAPTER 5

### SCHOOL AS A LIVING COMMUNITY

One of the major principles of psychology is that learning is more efficient and longer-lasting when the conditions under which learning takes place are real and vital. Problems of day-to-day living within the school are utilized as educational experiences. Thus, the school becomes the "school of experience," which is the world's best teacher.

#### PUBLIC SPEAKING

WHO Language arts teacher

WHERE High school

WHAT The public speaking classes often help on town projects. Members attend meetings of various local adult groups and talk in behalf of the Christmas fund for needy children and other worthy projects.

#### CLASS STORE

WHO Classroom teacher

WHERE Elementary school

WHAT Members of the sixth-grade class order and sell cookies to children during recess. Children keep a daily record of sales, wrap and take money to the bank. They learn purchasing and distributing, besides supplying a healthful break in the morning for the entire school. Many uses for fractions, decimals, and discounts are noted, and the youngsters' arithmetic learnings are applied.





## CLASS "CO-OP"

WHO Classroom teacher

WHERE Elementary school

WHAT A fifth grade started a small cooperative company to provide money to buy pencils and pads to sell to the school. A real share of stock was brought into the class to look at and examine. The class designed and made their own shares. Forty-four shares at twenty-five cents a share were sold. Letters were written ordering the supplies that the class thought would sell best.

## LUNCHROOM SURVEY

WHO Classroom teacher

WHERE Elementary school

WHAT As one of the outcomes of a nutrition program, the pupils noticed much food was being wasted in the cafeteria. One lunch period all of the scraps were collected in large containers which the class then examined.

The children figured that a good deal of food was being thrown away. They then computed how many youngsters the wasted food would feed and how much the wasted food would cost. As a follow-up, talks on eating habits were given by the faculty.

## STUDENT-PREPARED DINNER

WHO Home economics teacher

WHERE High school

WHAT An annual dinner for the board of education is prepared and served by the home economics class.



## HOSPITALITY TO P. T. A.

WHO Home economics teacher

WHERE High school

WHAT Members of the home economics class serve the P. T. A. meeting with sandwiches and coffee. The other students put on a fashion show, consisting of clothes of the students' own designing.

## "MR. FIX-ITS"

WHO Industrial arts

WHERE Grades 7-9

WHAT Boys in woodworking shop are encouraged to collect their own tools and build a work table at home. They are taught how to make necessary repairs about the house and become "handymen."

## EXPLORING INTERESTS

WHO Classroom teacher

WHERE Elementary school

WHAT The boys and girls in our class expressed the desire to have one period a week for exploring new and different areas. They set up a list of new experiences they would like to have. These included cooking, sewing, handwork, and music appreciation. As a result, many new fields were opened to the minds of the pupils.

## CHRISTMAS SALE

WHO Classroom teacher

WHERE Elementary school

WHAT One elementary class decided to have a Christmas sale. Gayly decorated booths were built, wherein the many articles the



children made were sold by them. Among the 35 articles were tiles, word picture books, decorative trees made of wire and sponges, Chinese figures made of clothes pins, woven paper mats, decorated coaster sets made of cork, memo pads, decorated bottles, and decorated trays. Proceeds were donated to charity.

#### CHRISTMAS SEAL DRIVE

WHO School as a whole

WHERE Elementary school

WHAT Just about Thanksgiving time each year, we begin to plan our Christmas seal drive. It is an activity carried on by the whole school. The publicity, decorating of halls, distribution of seals, collecting of money, checking of room accounts, keeping graphs, or records of amounts sold are carried on by the youngsters.

Some phase of the story of the Christmas seal, or the work its funds accomplish, is presented to parents at a regular monthly P. T. A. meeting. Each classroom carries on its individual campaign as well as cooperating with the school project. Stories of Christmas seals, Trudeau, nurses, etc., are presented, discussed and dramatized.

Children canvass the entire community, fill orders and collect money. As a follow-up, they send all contributors a letter of appreciation.



## COSTUME SUPPLY

WHO School as a whole

WHERE Elementary school

WHAT The decision was made to assemble and save the costumes made by the children for their assembly programs. A dead-end of a hall was partitioned off by the school janitor. Shelves for one side of the improvised room were made by the sixth-grade boys in the school shop. Another class earned money to purchase moth-proof closets to line the opposite wall of the room. The materials then on hand were sorted, boxed, and labeled by the pupils of still another class.

Now each class of the school preparing a dramatization sends a committee to the costume room, with the classroom teacher, to examine the material available and to select what they wish to use. Often a class adds to the collection by making new costumes. The costumes are kept in good condition by the children who use them. The children usually press or launder the items at school. When the class is finished with the costumes, a committee returns them to the costume room and assists in putting the items in the proper places.

## CLEAN-UP CAMPAIGN

WHO School as a whole

WHERE Elementary school

WHAT Community living became a real life experience when members of an elementary school took part in the town-wide clean-up campaign to remove the debris left by the winter storms.





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Children were excused from class and turned out to be veritable Paul Bunyans, for within an hour the school ground became a model of neatness and set the example for the homes in the nearby neighborhood. The enthusiasm of the youngsters for this project was so great that they formed neighborhood groups and aided in the clean-up about their own homes and surrounding community.

#### STUDENT MANAGEMENT

WHO School as a whole

WHERE High school

WHAT Students manage a good deal of the athletic program. They sell and collect tickets at the gates, police the spectator areas, and sell programs.

#### STUDENT HOSTS

WHO The school as a whole

WHERE Grades 5-12

WHAT Arrangements are made so that some students are excused from study hall or classrooms at stated times to greet and guide any school visitors.



## CHAPTER 6

### CONCRETE LEARNING ACTIVITIES

It is impossible to present all learning activities in the form of first-hand productive experiences, however desirable it may be. Consequently, teachers have developed concrete learning activities that approximate real-life situations. Here knowledge is presented in an organized, sequential fashion, having the advantages of concreteness and usefulness. This type of presentation utilizes realistic, laboratory methods.

#### PEN PALS

WHO Classroom teacher

WHERE Elementary school

WHAT The English class established pen-pals correspondence with a class in a school in a different state. Pictures of the school buildings and pupils were exchanged. Interesting, well-written letters were enjoyed by the class, and continuing friendships were formed.

#### LANGUAGE LIBRARY

WHO Language teacher

WHERE High school

WHAT A library of foreign language records is being built up in one school. Guests in the school from foreign countries make records on subjects requested, such as "Education in France"



or "Spanish Composers." Students record their own speech, also, in an effort to improve their foreign pronunciation.

#### ASSEMBLY PROGRAM

WHO Classroom teacher  
 WHERE Elementary school  
 WHAT A fourth-grade class studied the Constitution of the United States as one of its units. The children prepared reports on the famous men who formulated the Constitution, the Articles, and the Amendments.

As a culmination of the unit, they presented an original auditorium program which they called "Dr. I. Q. Reviews The Constitution." The presentation to the audience took the form of choral speaking selections, as well as individual reports. Through a quiz they then reviewed the information which had been given. This quiz followed the plan of the Dr. I. Q. radio program. Assistants stationed throughout the audience called upon various ladies and gentlemen to answer Dr. I. Q.'s questions.

#### HISTORY TIME LINE

WHO Social studies teacher  
 WHERE Elementary school  
 WHAT Art concepts are used in the social studies class to aid learning. A large, simple illustrated time line, as well as small individual ones, are made to help pupils grasp the concept of "duration and sequence" in connection with events and movements in American history.



## SOCIAL STUDIES SCRAPBOOK

WHO Classroom teacher

WHERE Elementary school

WHAT In studying a country each child in the social studies class is given a mimeographed sheet of fifty or more questions, problems, or activities. He may do them in any order he chooses, at his own rate of speed. He makes a large scrapbook into which he puts this information. Into the scrapbook go newspaper clippings, magazine articles, pictures, stories, and drawings about the country.

## SCIENCE CONSTRUCTION

WHO Science teacher

WHERE Elementary school

WHAT In a science class the children made wet-cell batteries, electro-magnets, telegraph sets, telephone hook-ups, cranes, a simple motor, a turbine and a traffic signal. Others learned to hook-up door bells, electric light bulbs. A few kitchen appliances and electrical toys were repaired.

## PRESSURE DEMONSTRATION

WHO Science teacher

WHERE Elementary school

WHAT The operation of the pressure of our atmosphere is demonstrated in the use of milk straws, medicine droppers, fountain pens, vacuum cleaners, and suction cups.





## ANATOMY MODELS

WHO Science teacher

WHERE Grades 7-9

WHAT Each child is given pieces of clay and a piece of manila paper. The child makes a free-hand drawing of the alimentary canal and the digestive glands. Then the child covers the picture with clay, using two or three different colors.

## LANTERN SLIDE PROJECTOR

WHO Science teacher

WHERE High school

WHAT A lantern slide projector is used to illustrate various scientific principles. The light beam is focused on differently colored sheets of paper to show the differences in light absorption and reflection. Application of the principles of refraction is made by using several different types of lenses. Earth-sun-moon relationships are clarified by employing the projector and small globes.

## BLOOD TYPING

WHO Science teacher

WHERE High school

WHAT Blood is typed by the pupils and the possible effects of errors are demonstrated in a biology class.

## STUDY OF CLEANLINESS

WHO Science teacher

WHERE High school



WHAT Forks, spoons, knives and edges of cups and plates from several eating establishments were touched to sterile Petri dishes. After incubation, the Petri dishes were examined for bacteria. The class discussed the results of these tests and arrived at conclusions as to the relative cleanliness of several restaurants.

#### ROMAN NUMERALS

WHO Classroom teacher

WHERE Elementary school

WHAT In teaching Roman numerals one teacher tells this story to her children: "Many thousands of years ago the people did not have any way in which to write numbers. They just made a mark for each object counted. One day someone suggested that when there were ten objects they be crossed out. Later just an X was used for ten. Since five is half of ten, the X was cut in half and the upper part was used for five, i. e., V. Six was five plus one, or VI; seven was five plus two, or VII, eight was five plus three, or VIII. For nine, VIIII was too much to write, so it was found easier to say one from ten is nine, or IX is nine. Four is one from five, or IV."

#### HOME-MADE SLIDE RULES

WHO Mathematics teacher

WHERE High school

WHAT In a math class students constructed their own slide rulers with two sticks and two pieces of graph paper. This developed



a real understanding of why we add line segments to multiply, and why we subtract line segments to divide.

#### CHEESE AND BUTTER

WHO Kindergarten teacher

WHERE Elementary school

WHAT The children of the kindergarten found it difficult to conceive that pet cheese and butter had once been liquid milk. It was demonstrated to them in the following manner: four quart bottles of milk were purchased and placed in a warm place over night. The next morning the children observed the cream line, skimmed off the cream, and whipped it into butter. The following day the remainder had soured sufficiently to be made into cheese. It was placed in a pan, slightly warmed, poured into a cloth bag and hung on the faucet to drip dry. The children enjoyed their butter and cheese on crackers.

#### BALANCED MEAL

WHO Classroom teacher

WHERE Elementary school

WHAT The fourth-grade teacher pasted on cards the pictures of foods representing a well-balanced meal; e. g., soups, juices, vegetables, bread, fruits, and puddings. Cafeteria prices were stated on the cards. The cards were lined along the board in the order in which a meal is eaten, soups first, desserts, last. Each child was given some play money and asked to



select a healthful meal for which he could afford to pay. A cashier was selected to take the money and give the correct change. Everyone had a chance to be cashier at some time.

#### BIRTHDAY CELEBRATION

WHO Classroom teacher

WHERE Elementary school

WHAT Since a third of the children in first grade had birthdays in January, a celebration seemed warranted. Discussion resulted in the decision to make a cake. While the cake baked, the class took advantage of the time in the cooking room to do some science experiments with steam.

#### SCHOOL ELECTION TRAINING

WHO School as a whole

WHERE High school

WHAT Two weeks preceding election in a junior high school, the student candidates and their managers started to organize their campaigns. Posters soon appeared in every available space. These had been assigned to students of recognized art ability and were of high standard. A committee passed on their merit. Then came intermittent publicity stunts, such as distributing badges, musical parades, and using the public address system for brief broadcasts. The climax came with a big rally in the auditorium. All the candidates spoke from the platform.





The use of an actual voting machine was demonstrated before election day. Various homerooms voted by ballot or machine on election day, and learned the meaning of the democratic process.



## CHAPTER 7

### USING PUPIL INTEREST

The modern pupil comes to school with the feeling that many areas of knowledge are already of importance to him. His mind is full of questions. Enterprising teachers utilize these interests and build upon them, knowing that when interest is present learning is far more effective.

The following practices have been helpful in capitalizing on the interests of pupils. Have you used them?

#### VOCABULARY BUILDING

WHO Classroom teacher

WHERE Elementary school

WHAT To increase interest in vocabulary, youngsters were encouraged to read to the class those descriptions which they had found in the course of their reading that they specially liked.

#### PUPILS' BOOK REVIEWS

WHO Language arts teacher

WHERE Elementary school

WHAT Some members of the class wanted to revise the book list that was posted on the bulletin board. They were given the job of reading and reviewing the new books as they came into the school library. As each child read a book, he wrote a review and presented this to his group for criticism. The group suggestions were incorporated in the final report.



## NEWSPAPER STUDY

WHO Language arts teacher

WHERE Grades 5-9

WHAT In order to get students to arrive at standards for judging and choosing a newspaper, a week was given over to a comparative study of the newspaper. During that week, pupils intelligently examined copies of The Christian Science Monitor, Chicago Tribune, St. Louis Post-Dispatch, New York Post, New York Star, New York World Telegram, Kansas City Star, Louisville Courier-Journal, and New York Times. After thinking the matter through on the basis of an outline of significant questions, pupils reported verbally the conclusions that they had reached.

## LANGUAGE "ECHO"

WHO Language arts teacher

WHERE High school

WHAT Reading lessons are rewritten in dialogue form by the students. Parts are assigned to be read in Latin. Each character has an "echo," who gives the English version.

## TOLERANCE IN HISTORY

WHO Classroom teacher

WHERE Elementary school

WHAT Problems in tolerance encountered in the present day serve as an excellent means of trying to understand the problems encountered in this area in Colonial days. The children,



through present day interests, can be led to see that this is one of our national problems that man has been trying to define and solve since earliest days.

#### SCHOOL DIAGRAM

WHO Social studies

WHERE Grades 5-9

WHAT Interested students volunteer to make measurements of the school grounds and the building. The figures are scaled down and diagrams are made. A number of copies are made from the original diagram. These are used to orient the students to the school community. Others are used as guides for visitors to the school.

#### PERIOD COSTUMES

WHO Social studies teacher

WHERE High school

WHAT A history class became interested in the costumes of a period in American history. They formed committees, did research on the life of the period and the dress of the people. Dolls were made and dressed in appropriate attire. As a result, a school-wide exhibit was held.

#### INTEREST IN LIVING THINGS

WHO Kindergarten teacher

WHERE Elementary school

WHAT After a rain, worms were discovered on the sidewalk outside the kindergarten door. The children placed a few worms in a layer





of soil in an empty fish bowl. The next day they were saddened to see that the worms were dead. Conclusion: they were outdoor creatures and could not live in houses. This led to an investigation into the environmental needs of other living things. It was discovered that fish, ducks, and frogs like water; caterpillars like green leaves; grasshoppers like tall grass. One child told of digging for clams at the seaside and another of strange bugs that burrow in sand. The discussion led to an exploration of a nearby field to see what we could see in the tall grasses. We found some unfamiliar inhabitants. The children decided it would be unkind to trap them and bring them in.

#### EARTH'S ROTATION

WHO Classroom teacher

WHERE Elementary school

WHAT One day a group of first-grade children became very much interested in the fact that the sun came in the windows during the morning and not in the afternoon. Here was an ideal opportunity to impart some information concerning the earth and the sun with a simple demonstration. With the assistance of the science teacher, a lesson was arranged to show that the earth rotates around the sun.

#### HOME EXPERIMENT FILES

WHO Science teacher

WHERE High school



**WHAT** In a science class some pupils have home experiment files which hold records of each new experiment in science which students do at home with simple equipment.

#### HABIT FORMATION

**WHO** Science teacher

**WHERE** High school

**WHAT** A unit on habits starts by a discussion of the reasons for making New Year's resolutions. Children describe the person they hope to be in ten years and compare this with a description of themselves at present. These descriptions emphasize character and personality traits with good and bad habits. The unit concludes with the child keeping a two weeks' record of his success in developing a new habit of his own choosing.

#### AIDING OTHER CHILDREN

**WHO** Classroom teacher

**WHERE** Primary grades

**WHAT** The youngsters of one class became interested in children of war-devastated lands and decided to send some gifts. The pupils first brought money, then shopped for necessities for children abroad. They sent packages and enclosed pictures and their addresses. In reply they received letters with post cards and pictures.

#### PANEL DISCUSSION COMMITTEE

**WHO** Classroom teacher

**WHERE** Elementary school



**WHAT** Each week a group of four children from a class selects a topic of current interest to present to the class. This group is known as the panel group for the week. It has the responsibility of dividing the chosen topic into different areas for adequate presentation, advising the class of the topic chosen, and recommending sources of information.

#### PUPIL LEADERSHIP

**WHO** Classroom teacher

**WHERE** Elementary school

**WHAT** In one class children volunteer to take charge of the morning exercise program for a week. They make their plans, guided and aided by the teacher if necessary. About one period each week, the children describe their hobbies and bring in evidences of such. These are placed on a hobby shelf for exhibition.

#### ORIENTATION UNIT

**WHO** School as a whole

**WHERE** Grades 6-9

**WHAT** One school reports an orientation unit for all new students. The youngsters explore the building, learn the school code, discover the past history of the school, and are taught how to select good lunches in the school cafeteria.



## CHAPTER 8

### INDIVIDUAL CURRICULUM OPPORTUNITIES

There is no general curriculum organization which permanently serves all of the needs of all individuals. The school's total offering should include a variety of courses on various levels of ability and accomplishment.

Provisions should also be made for the handicapped students. In general, the curriculum should provide individualized opportunities to meet the particular needs of all of the school's pupils.

#### LEADING ASSEMBLY PROGRAM

WHO Speech teacher

WHERE Grades 7-9

WHAT As soon as the speech teacher notes that a student with speech difficulty has developed poise and ease of speaking, the student is allowed to lead the devotional exercise in the school assembly. This involves a short selection which can be easily rehearsed.

#### FRENCH SLOW LEARNERS

WHO Language teacher

WHERE High school

WHAT A special French class is offered to pupils who are slow learners. Knowledge of French and reading skill are increased.





## REMEDIAL READING

WHO Language arts teacher  
WHERE High school  
WHAT A remedial reading class is conducted for high school students who have reading difficulty. Admission to the group is limited to those who can profit from the remedial work.

## SOCIAL STUDIES READING

WHO Social studies teacher  
WHERE Elementary school  
WHAT In the social studies period, the class is divided into two groups based on reading ability. The fast reading group reads the stories and does check-up work independently. The slow reading group works with the teacher, reading and answering leading questions to get a better understanding of what was read. Both groups work together on activities.

## LIVING MATHEMATICS

WHO Mathematics teacher  
WHERE High school  
WHAT In a ninth-grade, non-college mathematics class the youngsters are allowed to bring problems from day to day living to class for discussion.

## SECRETARIAL PRACTICE

WHO Business teacher  
WHERE High school



WHAT Pupils in the secretarial practice class sharpen their learned skills by working as secretaries in the main office and for individual teachers.

#### CONSUMER ECONOMICS

WHO Business teacher and science teacher

WHERE High school

WHAT Students in the commercial course who are interested in the quality of merchandise were allowed to make tests of fabrics, in conjunction with the science department.

#### PUPIL ARTIST

WHO Classroom teacher

WHERE Elementary school

WHAT An artistically inclined pupil is encouraged to do poster work for school activities and make illustrations for class materials.

#### PUPIL CONDUCTORS

WHO Music teacher

WHERE High school

WHAT Advanced music students are given the opportunity of studying the art of conducting. Pupils who show ability are allowed to conduct assembly singing. They may also lead the band or orchestra in rehearsal and frequently at performances.

#### LIBRARY CO-ORDINATION

WHO Librarian and classroom teacher

WHERE Grades 5-9



WHAT Alcoves in the library are set aside for displays coordinated with units which the youngsters are covering in their class work.

#### LEVELS OF READING

WHO Librarian

WHERE Grades 5-9

WHAT The school library has books arranged on five levels of reading difficulty.

#### INDIVIDUAL PROBLEMS

WHO School as a whole

WHERE Grades 7-9

WHAT Grades 7 to 9 have group guidance periods, with a good deal of time devoted to adolescent problems. The teacher uses the case conference method to introduce one such problem to the class, and the period is devoted to discussion that will lead to group judgment. The pupils are then invited to write notes to the teacher, suggesting other problems along those lines for discussion. Individual problems are thus brought to the surface, where improvement can be made.

#### BROWSING ROOM

WHO Librarian

WHERE High school

WHAT The school library has a browsing room. In this room are housed all works of fiction, all newspapers and magazines,



and a "Browser's" collection of non-fiction, poetry, drama, and arts. Pupils use the room during free periods.

#### SUPERVISED STUDY

WHO School as a whole  
WHERE High school  
WHAT In one high school, part of each period is set aside for supervised study. During this period individual help may be given those needing it. There are no study halls.

#### ADVISORY PROGRAM

WHO School as a whole  
WHERE High school  
WHAT One school period each day is devoted to the advisory program of the school. Counseling on all aspects of the students' academic and social life takes place during this period, as well as group discussions of student problems, interests, and activities.

#### SPEECH AID

WHO Language arts teacher  
WHERE Elementary school  
WHAT Programs and plays are put on by the children with speech difficulties, with the help of the language arts teacher.





## CHAPTER 9

### CURRICULUM ORGANIZATION

The entire curriculum should be organized according to the needs of the particular individual and the needs of society as a whole. The staff, the public and the pupils deserve a voice in planning the curriculum.

Despite the fact that utilization of the public and the pupils in course of study planning is just beginning, there are many variations to be seen in general curriculum organization. Some practices of curriculum organization in forward-looking schools follow.

#### ALUMNI AID

WHO      Speech teacher

WHERE    High school

WHAT    A speech teacher invites alumni to return to the school a few years after graduation. They suggest changes in the school's courses of study, based on their experiences after graduation.

#### COURSE EVALUATION

WHO      Business teacher

WHERE    High school

WHAT    The business department of a high school has pupils and employers participate in evaluation of the commercial training as it bears upon secretarial jobs in the co-operative education program.



## ADVANCED CHEMISTRY

WHO Science teacher

WHERE High school

WHAT The science department offers an advanced general chemistry course covering college-level material. It is primarily for those students who intend to attend college and specialize in science.

## ART CLASS PLANNING

WHO Art teacher

WHERE High school

WHAT The work to be covered in the elective courses in art is determined by the decision of the pupils enrolled in the classes.

## TRANSITION PLAN

WHO School as a whole

WHERE Grade 7

WHAT In order to make the transition from sixth grade to junior high school easier for the incoming pupils, a plan has been established whereby each seventh grader spends two consecutive hours with the same teacher in the junior high school. This teacher also is the homeroom teacher.

## EXPLORATORY COURSES

WHO School as a whole

WHERE Grades 7-9



WHAT One school has exploratory courses within the school day as part of the regular program. Among the electives offered are fine arts, dramatics, metal craft, woodworking, typing and stonography. A variety of experiences is thus provided for every child.

#### LIFE SCIENCE

WHO School as a whole

WHERE Grades 7-9

WHAT In an attempt to eliminate the usual misinformation concerning the normal physical development of boys and girls, and the changes that take place at puberty, one school has developed a course called Advanced Life Science which is given in the seventh grade. A woman gives the course to the girls and a man to the boys.

#### PROGRAM COUNSELING

WHO Guidance personnel

WHERE High school

WHAT In the spring of the year, the high school sends its guidance counselors to the elementary school. Here they arrange individual programs for the entering freshmen, after consultation with the youngsters and their parents.

#### CHILD-CARE

WHO School as a whole

WHERE High school



WHAT A course in child care was originally provided for students in the home economics department. The course became so popular that it was opened to all of the student body.

#### INDIVIDUALIZED PROGRAM

WHO School as a whole

WHERE High school

WHAT The structure of one school curriculum is so arranged that each pupil, after consultation, is given an individualized program of studies. This is based on his needs, interests, and abilities.

#### CURRICULUM REVISION

WHO School as a whole

WHERE High school

WHAT Continuing committees of teachers from various grade levels and subject matter fields (sometimes in collaboration with laymen) are constantly revising the curriculum.

#### PARENT AID

WHO School as a whole

WHERE High school

WHAT Suggestions for improving the school's curriculum are made by parents through a committee of the P. T. A. This group works in close contact with the faculty.





## DEPARTMENTIAL CURRICULA

WHO School as a whole

WHERE High school

WHAT The various departments of the school build curricula based on state syllabi, but adapted to local needs and facilities.

## DOUBLE PERIODS

WHO School as a whole

WHERE High school

WHAT English and history classes are scheduled for the last two periods in the afternoon. The teachers of these groups can work together, especially when outside speakers are brought in. Being at the end of the day, this double period can and often is extended into the afternoon without disturbing the routine of other classes. An expert presented three one-hour lectures on world affairs. All these classes met in the auditorium and conducted an hour-long forum discussion after each lecture.

## SENIOR PROBLEMS

WHO School as a whole

WHERE High school

WHAT In the senior year in high school, a course called senior problems is given. In this class economic, social, political, and personal problems are studied.



Report Number 2  
Teaching Basic Fields of Knowledge

HOW DO YOU FEEL ABOUT IT?

The committee that prepared this report did the best with what we had, but this committee also felt you might have something better. We would like your reaction to this report. If you think it is interesting, and worthwhile in its present form, we would like to know that. If it makes you feel unsatisfied, or if you think it's inadequate... if it makes you angry because you have practices that are way beyond anything in the report... we'd like to hear about it. Won't you take this opportunity to be both critical and helpful? Please make comments below and send us this form.

Form of the Report

Literary Style

Here is something I do which I think should be included in the report, making it more useful and interesting to readers.

National Institute of  
LIBRARY & DOCUMENTATION

UNIT 10

Acc. No.

Date